

**Suggested Starting Points for  
Correlation of Foreign Languages to Other Virginia Standards of Learning**

Note emphasis on the *processes* and *skills* as well as the *content* of the standards.

**COMPUTER TECHNOLOGY – GRADE 8**

C/T8.4 The student will process, store, retrieve, and transmit electronic information.

- \* Use search strategies to retrieve electronic information.
- \* Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information.
- \* Use laser discs with a computer in an interactive mode.
- \* Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.
- \* Use databases to perform research.

**ENGLISH AND LANGUAGE ARTS**

**English**

*Oral Language*

8.1 The student will use interviewing techniques to gain information.

- \* Prepare and ask relevant questions for the interview.
- \* Make notes of responses.
- \* Compile and report responses.
- \* Evaluate the effectiveness of the interview.

9.2 The student will make planned oral presentations.

- \* Include definitions to increase clarity.
- \* Use relevant details to support main ideas.
- \* Illustrate main ideas through anecdotes and examples.
- \* Cite information sources.
- \* Make impromptu responses to questions about presentation.

10.1 The student will participate in and report small-group learning activities.

- \* Assume responsibility for specific tasks.
- \* Participate in the preparation of an outline or summary of the group activity.
- \* Include all group members in oral presentation.

10.2 The student will critique oral reports of small-group learning activities.

- \* Evaluate one's own role in preparation and delivery of oral reports.
- \* Evaluate effectiveness of group process in preparation and delivery of oral reports.

- 11.1 The student will make persuasive presentations.
  - \* Organize evidence to support a position.
  - \* Present evidence clearly and convincingly.
  - \* Support and defend ideas and thoughts in public forums.
- 11.2 The student will analyze and evaluate persuasive presentations.
  - \* Critique the accuracy, relevance, and organization of evidence.
  - \* Critique the clarity and effectiveness of delivery.
- 12.1 The student will make a 5-10 minute formal oral presentation.
  - \* Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
  - \* Use a well-structured narrative or logical argument.
  - \* Use details, illustrations, statistics, comparisons, and analogies to support purposes.
  - \* Use visual aids or technology to support presentation.
- 12.2 The student will evaluate formal presentations.
  - \* Critique relationships among purpose, audience, and content of presentations.
  - \* Critique effectiveness of presentations.

### *Reading/Literature*

- 8.2 The student will apply knowledge of word origins, derivations, and idioms and will use analogies, metaphors, and similes to extend vocabulary development.
- 9.3 The student will read and analyze a variety of literature.
  - \* Identify the characteristics that distinguish literary forms.
  - \* Use literary terms in describing and analyzing selections.
  - \* Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
  - \* Explain the relationship between author's style and literary effect.
  - \* Describe the use of images and sounds to elicit the reader's emotions.
  - \* Explain the influence of historical context on the form, style, and point of view of a written work.
- 9.4 The student will read and analyze a variety of print materials.
  - \* Identify a hypothesis to be confirmed, disproved, or modified.
  - \* Evaluate clarity and accuracy of information.
  - \* Synthesize information from sources and apply it in written and oral presentations.
  - \* Identify questions not answered by a selected text.
  - \* Extend general and specialized vocabulary through reading and writing.
  - \* Read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.

9.5 The student will read dramatic selections.

- \* Identify the two basic parts of drama.
- \* Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.
- \* Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

10.3 The student will read and critique literary works from a variety of eras in a variety of cultures.

- \* Explain similarities and differences of structures and images as represented in the literature of different cultures.
- \* Identify universal themes prevalent in the literature of all cultures.
- \* Describe cultural archetypes in short stories, novels, poems, and plays across several cultures.
- \* Examine a literary selection from several critical perspectives.

10.4 The student will read and interpret printed consumer materials.

- \* Identify essential information needed to operate specific tools, appliances, technology hardware, or other equipment.
- \* Analyze the information contained in warranties, contracts, job descriptions, and technical descriptions.
- \* Skim manuals or consumer texts to locate information.
- \* Compare and contrast product information contained in advertisements with instruction manuals and warranties.
- \* Apply the information contained in labels, warnings, manuals, directions, applications, and forms to complete simulated or real-world tasks.

11.4 The student will read a variety of print material.

- \* Use information from texts to clarify or refine understanding of academic concepts.
- \* Read and follow directions to complete an application for college admission, a scholarship, or for employment.
- \* Read and follow directions to complete a laboratory experiment.
- \* Extend general and specialized vocabularies for reading and writing.
- \* Generalize ideas from selections to make predictions about other texts.

12.3 The student will analyze the development of British literature and literature of other cultures.

- \* Recognize major literary forms and techniques.
- \* Recognize the characteristics of major chronological eras.
- \* Relate literary works and authors to major themes and issues of their eras.

## *Writing*

8.5 The student will write in a variety of forms, including narrative, expository and persuasive writings.

- \* Use prewriting strategies to generate and organize ideas.
- \* Focus on elaboration and organization.
- \* Select specific vocabulary and information.
- \* Use standard sentence formation, eliminating comma splices and other nonstandard forms of sentences that distract readers.
- \* Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs.
- \* Edit final copies to ensure correct use of pronoun case, verb tense inflections, and adjective and adverb comparisons.
- \* Edit final copies to ensure correct spelling, capitalization, punctuation, and format.
- \* Use available technology.

9.6 The student will develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain.

- \* Plan and organize writing.
- \* Communicate clearly the purpose of the writing.
- \* Write clear, varied sentences.
- \* Use specific vocabulary and information.
- \* Arrange paragraphs into a logical progression.
- \* Revise writing for clarity.
- \* Edit final copies for correct use of language, spelling, punctuation, and capitalization.

10.7 The student will develop a variety of writings with an emphasis on exposition.

- \* Plan and organize ideas for writing.
- \* Elaborate ideas clearly through word choice and vivid description.
- \* Write clear, varied sentences.
- \* Organize ideas into a logical sequence.
- \* Revise writing for clarity and content of presentation.
- \* Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- \* Use available technology.

10.8 The student will critique professional and peer writing.

- \* Analyze the writing of others.
- \* Describe how writing accomplishes its intended purpose.
- \* Suggest how writing might be improved.
- \* Apply knowledge of critical analysis to writing.

- 11.7 The student will write in a variety of forms with an emphasis on persuasion.
- \* Develop a focus for writing.
  - \* Evaluate and cite applicable information.
  - \* Organize ideas in a logical manner.
  - \* Elaborate ideas clearly and accurately.
  - \* Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
  - \* Revise writing for accuracy and depth of information.
  - \* Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- 12.7 The student will develop expository and technical writings.
- \* Consider audience and purpose when planning for writing.
  - \* Present ideas in a logical sequence.
  - \* Elaborate ideas clearly and accurately.
  - \* Revise writing for depth of information and technique of presentation.
  - \* Edit final copies for correct use of language, spelling, punctuation, and capitalization.

### *Research*

- 9.7 The student will credit the sources of both quoted and paraphrased ideas.
- \* Define the meaning and consequences of plagiarism.
  - \* Distinguish one's own ideas from information created or discovered by others.
  - \* Use a style sheet method for citing secondary sources, such as MLA or APA.
- 9.8 The student will use electronic databases to access information.
- \* Identify key terms.
  - \* Narrow the focus of a search.
  - \* Scan and select resources.
- 10.10 The student will collect, evaluate, and organize information.
- \* Organize information from a variety of sources.
  - \* Verify the accuracy and usefulness of information.
  - \* Use available technology.
- 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.
- \* Narrow a topic.
  - \* Develop a plan for research.
  - \* Collect information to support a thesis.
  - \* Evaluate quality and accuracy of information.
  - \* Synthesize information in a logical sequence.
  - \* Document sources of information using a style sheet format, such as MLA or APA.
  - \* Revise writing for clarity of content.
  - \* Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.
  - \* Use available technology.

12.8 The student will write documented research papers.

- \* Evaluate the accuracy and usefulness of information.
- \* Synthesize information to support the thesis.
- \* Present information in a logical manner.
- \* Cite sources of information using a standard method of documentation.
- \* Edit for correct use of language, capitalization, punctuation, and spelling in final copies.
- \* Use available technology.

### ***Other Ideas for English***

- Compare some of the attributes listed above found in American advertisements with those produced for foreign consumers.
- Develop a product or marketing campaign for an American product in a foreign country, emphasizing some of the attributes listed above.

## **HISTORY AND THE SOCIAL SCIENCES**

### **World History to 1000 A.D.**

8.4 The student will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization, with emphasis on

- \* the influence of geography on Roman economic, social, and political development;
- \* Roman mythology and religion;
- \* the social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
- \* Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
- \* the roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome;
- \* the collapse of the Republic and the rise of imperial monarchs;
- \* the economic, social, and political impact of the Pax Romana;
- \* the origin, traditions, customs, beliefs, and spread of Christianity;
- \* the origin, traditions, customs, beliefs, and spread of Judaism;
- \* the development and significance of the Catholic Church in the late Roman Empire;
- \* contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law; and
- \* the reasons for the decline and fall of the Roman Empire.

8.7 The student will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on

- \* the structure of feudal society and its economic, social, and political effects;
- \* the Age of Charlemagne and the revival of the idea of the Roman Empire;
- \* the invasions and settlements of the Magyars and the Vikings, including Angles and Saxons in Britain; and
- \* the spread and influence of Christianity throughout Europe.

## **World History: 1000 A.D. to the Present**

- 9.1 The student will demonstrate an understanding of the state of the world about 1000 A.D. by summarizing
- \* the institution of feudalism in Europe and the rise of towns and commerce;
  - \* the location and leadership of major Western European kingdoms;
  - \* the location and culture of the Byzantine and Muslim empires;
  - \* the location and culture of empires in India, China, Japan, sub-Saharan Africa, and Central America;
  - \* the role of the Roman Catholic Church in Europe; and
  - \* the conflict between Christian and Muslim cultures.
- 9.2 The student will analyze the patterns of social, economic, and political change and cultural achievement in the late Medieval period, including
- \* the emergence of nation-states (Spain, France, England, Russia) and distinctive political developments in each;
  - \* conflicts among Eurasian powers including the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks;
  - \* patterns of crisis and recovery including the Black Death; and
  - \* the preservation of Greek and Roman philosophy, medicine, and science.
- 9.3 The student will analyze the historical developments of the Renaissance, including
- \* economic foundations of the Renaissance, including European interaction with Muslims, increased trade, role of the Medicis, and new economic practices;
  - \* the rise of Italian city-states;
  - \* artistic, literary, and intellectual creativity, including Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period;
  - \* Machiavelli's theory of government as described in *The Prince*; and
  - \* differences between the Italian and the Northern Renaissance.
- 9.4 The student will analyze the historical developments of the Reformation, including
- \* the effects of the theological, political, and economic differences that emerged during the Reformation, including the views and actions of Martin Luther, John Calvin, Henry VIII and the divorce issue;
  - \* the influence of religious conflicts on government actions, including the Edict of Nantes in France; and
  - \* the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, including the beginnings of religious toleration and the spread of democracy.
- 9.5 The student will analyze the impact of European expansion into the Americas, Africa, and Asia (16th through 19th centuries), in terms of
- \* the roles of explorers/conquistadors;
  - \* migration, settlement patterns, and cultural diffusion;
  - \* the exchange of technology, ideas, and agricultural practices;
  - \* the trade in slaves, tobacco, rum, furs, and gold;

- \* the introduction of new diseases;
  - \* the influence of Christianity;
  - \* economic and cultural transformations (e.g., plants like tobacco and corn became available in new places, arrival of the horse in the Americas, etc.);
  - \* competition for resources and the rise of mercantilism;
  - \* the commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and market systems; and
  - \* social classes in the colonized areas.
- 9.7 The student will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries (Age of Absolutism, the Enlightenment, and the Age of Reason), in terms of
- \* the establishment of absolute monarchies by Louis XIV, Frederick the Great, and Peter the Great;
  - \* the Glorious Revolution in England and the French Revolution;
  - \* the ideas of significant people, including Hobbes, Locke, Montesquieu, Rousseau, and Jefferson;
  - \* how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States;
  - \* new scientific theories, including those of Newton, Kepler, Copernicus, Galileo, and others (e.g., Harvey, Franklin);
  - \* how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas;
  - \* the flowering of the arts, philosophy, and literature (e.g., Voltaire, Diderot, Delacroix, Bach, and Mozart); and
  - \* the influence of religious beliefs on art, politics, science, and commerce.
- 9.8 The student will describe political developments in Europe in the 19th century, including
- \* the Congress of Vienna;
  - \* expansion of democracy in Europe, including the effects of urbanization, revolutions of 1848, and British reform laws;
  - \* unification of Germany and the role of Bismarck; and
  - \* unification of Italy and the role of Garibaldi.
- 9.9 The student will analyze and explain the effects of the Industrial Revolution, in terms of
- \* the rise of industrial economies and their link to imperialism and colonialism;
  - \* how scientific and technological changes, including the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change;
  - \* the emergence of capitalism and free enterprise as a dominant economic pattern;
  - \* responses to capitalism including utopianism, socialism, and communism;
  - \* how the status of women and children reflected changes in society;
  - \* the evolution of work and labor, including the slave trade, mining and manufacturing, and the union movement;
  - \* applying economic reasoning and cost-benefit analysis to societal issues; and
  - \* the transformation of Asia and Africa by expanding European commercial power.



- 9.10 The student will analyze major historical events of the 20<sup>th</sup> century, in terms of
- \* causes and effects of World War I and World War II;
  - \* the Russian Revolution;
  - \* the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan;
  - \* the political, social, and economic impact of worldwide depression in the 1930's;
  - \* the Nazi Holocaust and other examples of genocide;
  - \* new technologies, including atomic power, and their influence on the patterns of conflict;
  - \* economic and military power shifts since 1945, including the rise of Germany and Japan as economic powers;
  - \* revolutionary movements in Asia and their leaders, including Mao Zedong and Ho Chi Minh;
  - \* how African and Asian countries achieved independence from European colonial rule, including India under Gandhi and Kenya under Kenyatta and how they have fared under self-rule;
  - \* regional and political conflicts including Korea and Vietnam; and
  - \* the beginning and end of the Cold War and the collapse of the Soviet Union.
- 9.11 The student will demonstrate skills in historical research and geographical analysis by
- \* identifying, analyzing, and interpreting primary and secondary sources and artifacts;
  - \* validating sources as to their authenticity, authority, credibility, and possible bias;
  - \* comparing trends in global population distribution since the 10th century;
  - \* constructing various time lines of key events, periods, and personalities since the 10th century;
  - \* identifying and analyzing major shifts in national political boundaries in Europe since 1815; and
  - \* identifying the distribution of major religious cultures in the contemporary world.

## **World Geography**

- 10.1 The student will use maps, globes, photographs, and pictures to analyze the physical and human landscapes of the world in order to
- \* recognize the different map projections and explain the concept of distortion;
  - \* show how maps reflect particular historical and political perspectives;
  - \* apply the concepts of scale, orientation, latitude and longitude;
  - \* create and compare political, physical, and thematic maps of countries and regions; and
  - \* identify regional climatic patterns and weather phenomena and relate them to events in the contemporary world.
- 10.2 The student will analyze how selected physical and ecological processes shape the Earth's surface, in terms of
- \* how humans influence and are influenced by the environment; and
  - \* how people's ideas and relationship to the environment change over time, particularly in response to new technologies.

- 10.3 The student will explain how
- \* geographic regions change over time;
  - \* characteristics of regions have led to regional labels;
  - \* regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events; and
  - \* technological advances have led to increasing interaction among regions.
- 10.4 The student will analyze how certain cultural characteristics can link or divide regions, in terms of language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history.
- 10.7 The student will locate and identify by name the major countries in each region and the world's major rivers, mountain ranges, and surrounding bodies of water.
- 10.8 The student will identify natural hazards, describe their characteristics, explain their impact on human and physical systems, and assess efforts to manage their consequences in developed and less developed regions.
- 10.9 The student will identify natural, human, and capital resources, describe their distribution, and explain their significance, in terms of location of contemporary and selected historical economic and land-use regions.
- 10.10 The student will analyze the patterns of urban development, in terms of site and situation, the function of towns and cities, and problems related to human mobility, social structure, and the environment.
- 10.11 The student will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, in terms of physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.
- 10.14 The student will analyze the forces of conflict and cooperation as they influence
- \* the way in which the world is divided among independent countries and dependencies;
  - \* disputes over borders, resources, and settlement areas;
  - \* the historic and future ability of nations to survive and prosper; and
  - \* the role of multinational organizations.
- 10.15 The student will apply geography to interpret the past, understand the present, and plan for the future by
- \* using a variety of maps, charts, and documents to explain historical migration of people, expansion and disintegration of empires, and the growth of economic systems; and
  - \* relating current events to the physical and human characteristics of places and regions.

## United States History

- 11.1 The student will analyze and explain the contacts between American Indians and European settlers during the Age of Discovery, in terms of
- \* economic and cultural characteristics of the groups;
  - \* motives and strategies of the explorers and settlers;
  - \* impact of European settlement on the American Indians; and
  - \* legacies of contact, cooperation, and conflict from that period.
- 11.7 The student will analyze the impact of immigration on American life, in terms of
- \* contributions of immigrant groups and individuals; and
  - \* ethnic conflict and discrimination.
- 11.11 The student will demonstrate an understanding of the origins and effects of World War II, with emphasis on
- \* the rise and aggression of totalitarian regimes in Germany, Italy, and Japan;
  - \* the role of the Soviet Union;
  - \* appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war;
  - \* the impact of mobilization for war, at home and abroad;
  - \* major battles, military turning points, and key strategic decisions;
  - \* the Holocaust and its impact; and
  - \* the reshaping of the United States' role in world affairs after the war.
- 11.12 The student will analyze and explain United States foreign policy since World War II, with emphasis on
- \* the origins and both foreign and domestic consequences of the Cold War;
  - \* communist containment policies in Europe, Latin America, and Asia;
  - \* the strategic and economic factors in Middle East policy;
  - \* relations with South Africa and other African nations;
  - \* the collapse of communism and the end of the Cold War; and
  - \* new challenges to America's leadership role in the world.
- 11.15 The student will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to
- \* locate and explain the location and expansion of the original colonies;
  - \* trace the advance of the frontier and the territorial expansion of the United States and explain how it was influenced by the physical environment;
  - \* locate new states as they were added to the Union;
  - \* understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups;
  - \* compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade; and
  - \* analyze the political, social, and economic implications of demographic changes in the nation over time.

- 11.17 The student will develop skills for historical analysis, including the ability to
- \* analyze documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.);
  - \* evaluate the authenticity, authority, and credibility of sources;
  - \* formulate historical questions and defend findings based on inquiry and interpretation;
  - \* develop perspectives of time and place, including the construction of various time lines of events, periods, and personalities in American history; and
  - \* communicate findings orally, in brief analytical essays, and in a comprehensive paper.

### **United States and Virginia Government**

- 12.1 The student will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.
- 12.2 The student will identify examples of fundamental American political principles contained in the Virginia Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, and will compare them to principles of government and law developed by leading European political thinkers such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.
- 12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of
- \* the structures and powers of political institutions;
  - \* the rights and powers of the governed including grass roots citizen movements;
  - \* economic goals and institutions and the role of government in the economy;
  - \* the relationships between economic freedom and political freedom; and
  - \* the allocation of resources and its impact on productivity.

### ***Other Ideas for History and the Social Sciences***

- Use resources in the foreign language to support research for a social sciences class.
- Do a comparative study of current events based on articles from foreign and American newspapers.

## MATHEMATICS

### Grade 8 Mathematics

- 8.4 The student will solve practical problems involving whole numbers, integers, and rational numbers, including percents. Problems will be of varying complexities, involving real-life data.
- 8.12 The student will analyze problem situations, such as games of chance, board games, or grading scales, and make predictions, using knowledge of probability.
- 8.13 The student will use information displayed in line, bar, circle, and picture graphs and histograms to make comparisons, predictions, and inferences.

### *Other Ideas for Mathematics*

- Use math skills to convert foreign currency.
- Use resources in the foreign language to support research for a math class.
- Discuss the contributions of important foreign mathematicians to their fields.

## SCIENCE

### Physical Science

- PS.1 The student will plan and conduct investigations in which
- \* length, mass, volume, density, temperature, weight, and force are accurately measured and reported using the International System of Units (SI - metric);
  - \* triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and spring scales are used to gather data;
  - \* data from experiments are recorded and interpreted from bar, line, and circle graphs;
  - \* research skills are utilized using a variety of resources;
  - \* independent and dependent variables, constants, controls, and repeated trials are identified;
  - \* valid conclusions are made after analyzing data;
  - \* research methods are used to investigate practical problems and questions; and
  - \* experimental results are presented in appropriate written form.
- PS.4 The student will investigate and understand how to use the periodic table of elements to obtain information. Key concepts include
- \* symbols, atomic numbers, atomic mass, chemical families, periods, valence numbers, metals, metalloids, and nonmetals; and
  - \* binary compounds (chemical activity, physical properties, formulas, and nature of bonding).

## **Earth Science**

ES.3 The student will investigate and understand how to read and interpret maps, globes, models, charts, and imagery. Key concepts include

- \* maps (bathymetric, geologic, topographic, and weather) and star charts;
- \* imagery (aerial photography and satellite images);
- \* direction and distance measurements on any map or globe; and
- \* location by latitude and longitude and topographic profiles.

### ***Other Ideas for Science***

- Use resources in the foreign language to support research for a science class.
- Discuss the contributions of important foreign scientists to their fields.